

# THE SCHOOL FRIEND.

A MONTHLY PERIODICAL: DEVOTED TO EDUCATIONAL PURPOSES.

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## THE SCHOOL FRIEND.

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NEVER be cast down by trifles. If a spider breaks his thread twenty times, twenty times will he mend it again. Make up your minds to do a thing and you will do it. Fear not if a trouble comes upon you; keep up your spirits, though the day be a dark one.

### How much there is that's Beautiful.

BY SOPHIA W. LLOYD.

How much there is that's beautiful  
In this fair world of ours,  
The verdure of the early spring,  
The sweetly blooming flowers.  
The brook that dances in the light  
The birds that carol free,  
Are objects beautiful and bright,  
That everywhere we see.

There's beauty in the early morn,  
When all is hushed and still;  
And at the lovely sunset hour,  
'Tis spread o'er vale and hill.  
It lives within the gorgeous clouds  
That float along the sky—  
And oh, how purely beautiful  
Our evening canopy!

It dwells in quiet stillness where  
The glassy waters glide,  
And wakes to awful grandeur 'neath  
The cataract's foaming tide.  
'T is throned in dark stern majesty,  
Where the tall mountain towers;  
Oh, there is beauty everywhere  
In this bright world of ours.

The fairy spell that childhood wears,  
Its artlessness and truth,  
The light that lives within the eye  
And in the smile of youth.  
The impress on the manly brow,  
Wrought with a shade of care,  
That tells of high and noble thought,  
How beautiful they are!

And life—how much is shed around,  
To bless and cheer us here,  
When energy and strength are found,  
Its lesser ills to bear!  
Although a cloud may sometimes rise,  
A shadow sometimes rest,  
Upon our early pathway, still  
'T is beautiful and blessed,

### The Heart.

The little I have seen of the world, and know  
of the history of mankind, teaches me to look  
upon the errors of others in sorrow not in anger. When I take the history of one poor heart  
that has sinned and suffered, and represent to  
myself the struggles and temptations it has pas-  
sed through; the brief pulsations of joy; the  
feverish inquietude of hope and fear; the pres-  
sure of want; the desertion of friends; the scorn  
of the world that has little charity; the desola-  
tion of the soul's sanctuary, and threatening vices  
within, health gone, happiness gone, I would fain  
leave the erring soul of my fellow-man with Him  
from whose bands it came.—*Longfellow.*

From the Southern Literary Gazette.

### The Listener.

THE STORY OF ELLEN CONWAY.

Once in my character of a Listener, I found  
myself in a large boarding school. Around me  
were gathered more than a hundred young girls,  
many of them of my own age, for I had been  
placed there for other purposes than listening;  
the happy creatures were therefore my compan-  
ions—some of them dear friends whom I love to  
this day—though many years have elapsed since  
I parted from them, and some of the best and  
dearest of them are separated from me by path-  
less seas. I was very young when placed in  
their midst, and was hundreds of miles from the  
home of my childhood; and it was not strange  
then, that I was lonely and sick-hearted, for tasks  
were set me which frightened and discouraged  
me. I thought that in all that assembly "no  
kindly beaming eye" fell on the little stranger to  
cheer and inspire her with a hope of happiness  
in the future. All about me were busily intent  
on arrangements for themselves for the opening  
term, or greetings were being exchanged between  
old scholars, separated during the long vacations,  
and merry voices gave utterance to merry hearts  
—the very teachers seemed to speak to others  
more winningly than to me.

At length my tasks were apportioned to me,  
and I was permitted to withdraw. The upper  
piazza of the seminary overlooked a lively little  
stream, which gleamed before us a moment in  
the sunshine, and then went singing its sweet  
song through the shady woods which skirted the  
village. Its beauty arrested my gaze but not my  
thoughts; they were too sad to be won by an  
appeal to the eye only, and soon the tears came  
trickling down my cheek; and a sob told my  
wretchedness. At this moment a gentle step  
aroused me, and an arm passed over my shoul-  
ders, while a soft voice said to me:

"Little friend, why do you weep? There is  
an old Arabic proverb which says: 'running wa-  
ters make the heart glad,' and can you look upon  
that merry brooklet and give way to sadness?"  
and then drawing me toward her, while she  
passed her hand over my forehead, she continued:

"What grief should thy years know!  
Thy brow and cheek are smooth as waters be,  
When no breath troubles them."

A beautiful face, as well as a sweet voice, had  
this fair speaker. Oh! how I afterward loved  
that face, with its bright complexion, white fore-  
head, dim with the shadow of rich brown tresses,  
with its full ruby lips, and more than all, the large

dark, earnest eye, from which I "drank in soul." Helen Conway was then "just seventeen;" she was above the usual hight—some called her too tall—but her head was so superbly molded, her bearing so queenly, every movement so graceful, and her dignity was tempered with so rare a spirit of delicate mirth, that few, save the envious, found her hight at all detracting from her perfection.

She was the only daughter of an English gentleman of great wealth, and she had but one brother, every way worthy of Helen. They had been motherless for many years, but their father had added the tenderness of the lost parent to the pride they were calculated to inspire in his bosom, and certainly they were a singularly happy family.

The summer term passed quickly away, and we were but in our preparations for the annual examination, when Helen was summoned to the deathbed of her father. We heard from her through her letters to one of the teachers. Her father's illness had been partly the result of anxiety on learning the loss of all his landed property, and on his decease, the whole estate was ascertained to be insolvent. Helen was therefore unable to return to school; she was resolved henceforth to sustain herself, and for that purpose must go out among strangers.

When another term brought us together again, I learned that Helen Conway, though much against her brother's wishes, had entered a Lowell factory, as an operative, to supply herself with the means of finishing her education. To her brother's expostulations she replied:

"It is no disgraceful thing which I would do, Philip, but one most honorable. I would not make such employment a matter of choice, nor would I perhaps seek such companions as may surround me, but at the worst, the employment will not degrade me; nor the associates contaminate, and I shall the soonest gain what I require; and I shall have the satisfaction of knowing that I have not fettered you, my dear Philip, in the course you have adopted, for impeding you would be the maintenance of an indolent helpless girl."

With what astonishment was this intelligence received by Helen's schoolmates. Her mild dignity had gained for her the respect of all; her rare intellectual acquirements had commanded it, and her amiable disposition had won even the most thoughtless; but when all these had failed, the aristocratic name she bore, and the knowledge of her father's wealth, had been sufficient to gain an acknowledgment of her superiority. What was she now? "A factory girl—one of the Lowell crowd"—a class always placed by the would-be little aristocrats of our number far below the daughters of the retail grocer, or humble artizan. In spite of the circumstances which had given me my station in the upper circle of our miniature world, this state of things had made me

most indignant. I did combat bravely for nature's true aristocracy; and I uphold it still more warmly now, since a knowledge of the real world has taught me that fine appareling may clothe the most unmitigated vulgarity, a full purse only aid its supercilious importance and ridiculous pretensions. The right to be aristocratic—and I hold there is such a right,—is one which comes as a free gift of nature, and this distinction I reverence next to the rare genius with which she sometimes endows her children. Vulgarity in a palace, displaying itself in affectations of taste and refinement, so shallow that any clear eye may discern their absurdity, showing itself also in haughty insolence toward inferiors in station or worldly advantages, and servility toward those elevated by the world's acclaim, or by yet greater wealth, above themselves, is utterly more despicable and revolting than the unconstrained vulgarity of the lower classes.

Very few who have the power of getting great wealth know how to use it; their energies are too often directed only in one channel, and when they have tightly drawn their pursestrings over the last acquired dollar, they have resolutely drawn closer the heart-strings. Stifling all noble impulses, their head too, grows heavy with their hoards, and the highest aspirations of their soul are checked amid tainted atmosphere. D'Israeli defines "good breeding"—which is necessary to aristocracy—as "a general regard for the feelings of others, which springs from an absence of selfishness," and how can those whose hearts are as hard as their treasures hope to acquire it?

But I mean not to digress thus, and I will hasten to tell you how my friend fared. The whole year was spent in toil, and its effect was ennobling, for she was stimulated and incited by the highest motives which can influence our conduct; and may not the most menial labor be rendered a proud, yea, a holy service, when we toil for the comfort and happiness of those we love, for their or our own advancement in the beautiful lore the soul craves?

Helen's leisure hours were well improved; the boarding house piano was ever her choicest recreation, for she had a fine voice and a well-cultivated taste for music. A large library for the use of the operatives in the mills, supplied her with books her own little store lacked; and besides this she learned many, and to her most strange lessons of human nature, among her associates, until both heart and soul expanded most liberally during her year at Lowell.

At the end of the year she returned to school, more beautiful far than she had ever been, for she had learned to be fully conscious of her own peculiar dignity as a woman, capable of self-control, and of selfsupport. She was more lovable than ever, also, and her heart had a warmer welcome for those whose affections were tried and faithful.

"The sun of my father's love has set," said

she to me, referring in her own peculiar manner to the greeting she had received, "but the beautiful stars have begun to come out, and lo! they are all suns, too, giving light and joy to other planets. He was nearer to me, so I lived in his beams; but now his light, though not his influence, has been removed and merged in the glory of God, of which glory his spirit was an emanation."

All, however, were not able or prepared to appreciate her conduct; and even in her presence some would speak contemptuously of the factory girl's life—of their boarding house pianos—of their libraries and literary associations. A slight toward her alone, only gained from her a smile; but when she heard those whom she had learned to respect spoken of in this manner, she would draw up her queenly figure, and defend them with heart-warm eloquence, until the contemner quailed under her just sarcasms. Nor was this all she could do for them. She wrote in their behalf, and her pen did ample justice to the subjects which inspired it, and to her own free spirit.

"I am determined to put Helen Conway down!" said Eleanor Sibley, whose home was in one of those proud mansions that overlook that noble square which is the pride of the New England metropolis. "One would imagine her a very princess, or as a republican, I suppose I must say president's daughter; she advances her outre opinions about those Lowell factory girls with such an air of supreme authority, as if she said 'You dare not dispute me; I know I'm right.'"

"If I am not a president's daughter, I may become a president's wife—who can tell to the contrary, Nelly Sibley?"—and Helen advanced laughingly, from behind the column which had concealed her from our sight.

So they all found out they could not put her down, and then they dubbed her "Defender of Operatives Rights," "The Ebenezer Elliott of New England," "Yankee Hewitt," &c. "Noble titles!" she would say, with perfect good humor. "Don't you think, young ladies, I could plead well for you when August comes?" And truly, when the day came for the distribution of honors, Helen received from the school, by unanimous award, the highest they could bestow; an address to be read before the friends of the school in behalf of an education society which they had established among them, and Eleanor Sibley was deputed to inform her of their choice.

Helen Conway left school, and became a teacher. For three years she toiled in her honorable but laborious vocation, and then she was married to one who had long loved her. If I dared tell you his name you would recognize it at once as one very familiar to you, for he is a member of Congress—eloquent, patriotic, and high-souled.

Now, who can tell but Helen Conway will one day be a president's wife? Of all in that school, not one has a fairer chance of attaining that station—and will not the factory girl do the honors of the White House with superb grace?



**Moral and Intellectual habits of a Teacher.**

1. *Cultivate diligently the habit of self-control.*—He can never rule others successfully, who has not first learned to govern himself. Without self government, you can, as a teacher, literally do nothing. Where this is wanting, it is obviously impossible to carry out any settled plan, either for our own good, or for the benefit of others. Carried about by every wind of passion, the wretched victim of ill temper and caprice rejects to-day, that which but yesterday he judged to be above all things desirable; his own irritated spirit kindles irritation in every other bosom; and obstacles unknown to the tranquil and meek, block up every avenue to the hearts and consciences of those who are under his control.

2. *Carefully avoid everything that is repulsive, even to the most sensitive, either in manner or conduct.* Be neat in your person. A slovenly appearance degrades a man in the sight of the world, and always lessens the respect he receives from children. A man is fearfully mistaken, if he imagines that any strength of mind, or variety of attainments will excuse vulgarity, rudeness, or dirt. Need I add, avoid altogether the use of tobacco and snuff. These habits, to say nothing of the expense, which is by no means inconsiderable, or of the injury which they often do to health, which is much more than is commonly suspected, furnish a most pernicious example to be constantly before the eyes of children, who are influenced vastly more by example than precept. Think of all the scholars in a school using this filthy weed. What would be its aspect? Why should the teacher indulge habits that he reprobates in his scholars?

Guard against the formation of certain mental habits, to which your station and employment particularly expose you. You are accustomed to command in the school; and if you do not take great care, you will feel it difficult to brook contradiction out of it. Without incessant watchfulness, you will become arrogant and dogmatic, or pedantic and prejudiced. Such is the natural tendency of constant intercourse with immature minds, looking up to the teacher as an authority.

In all your intercourse with your committees, be modest and courteous.

3. *Diligently pursue a regular and systematic course of private study;* and let it bear as much as possible upon the duties of your particular profession. The great object of all education is to prepare for usefulness. Keep this in mind, and read and study simply with the view of thereby obtaining the power to do more good, in the particular position in which Providence has placed you.

Let it, I pray you, be your first object, to be thoroughly grounded in every branch of knowledge you have to teach. Study principles; and never rest satisfied until you are so familiar with everything you profess, and with the steps by which it must be attained, that you can at once

ascertain whether your pupils do, or do not, understand what you are communicating,—can discover where their difficulties lie—can clear up that which is obscure,—illustrate that which is but partially understood,—and present old truths in new and varied aspects. For although it be true, that there must be some natural “aptness to teach,” in order to communicate knowledge successfully, yet most persons probably owe more to culture, in this respect, than is commonly imagined. No natural talent will enable a man to gain the interest and respect of his pupils, so soon as such a knowledge of his profession, as will enable him quickly to detect an inaccuracy, and to discuss and settle the various questions and difficulties which press upon the mind, and naturally enough, seem all-important to the pupil. “It is worthy of remark,” says Professor Jardine, “that whatever change for the better shall be made in our systems of education, it must begin with the teachers themselves. The art of teaching, like all other arts, is founded chiefly on experience. Improvements, therefore, are not to be expected from legislators and politicians, who have many other objects to engage their attention; nor even from men of science, unless they have had experience in the business of education. It therefore becomes the duty of every one engaged in teaching, to collect facts, to record observations, to watch the progress of the human faculties, as they expand under the influence of education, and thus to unite their efforts for the improvement of our academical establishments.”

4. *Cherish a kindly feeling toward the young at all times, and under all circumstances.* Do not attribute to children, dispositions and tendencies which do not belong to them. Many are absolutely discouraged from undertaking any benevolent effort on their behalf, by the frequent complaints which are uttered by teachers, respecting their character and conduct: they are perverse, lazy, thoughtless, ungrateful, and wicked. A well-qualified instructor smiles at these complaints; for he knows that “the teacher is to blame, he is ranking among crimes, actions which are but the unavoidable results of their characters as children; he is seeking fruit in the time of blossoms.” Salzmann, to whom I have already more than once referred, insists, that by far the greater number of those faults and defects which grieve the teacher, are but the natural results of his own conduct. Be that as it may, it is certainly of the utmost importance that a teacher should have a good opinion of children; that he should always put the most favorable construction upon their conduct; that he should remember, that children not only do think and act like children, but ought to do so; that in short, he should be fond of them. Cultivate, therefore, a warm interest in their society, and under all circumstances be their friend.

5. *Studiously avoid everything which is calculated to impair your health.* Children have

no sympathy with morbid affections of the liver and spleen;—an instructor must be cheerful and happy. But cheerfulness depends very much on the state of the body; almost any degree of despondency or irritability may be produced by irregularity of diet, neglect of exercise, or want of sufficient sleep. Take care, therefore, of your health.

Finally; in all you do, whether relating to the management of your school, or to the regulation of your private studies, act upon a plan. Sketch out every morning the business of the day, and then pursue the appointed duty with freshness of spirit, with interest, and with hope. You may find it difficult, perhaps impossible, to plan for any extended period, but plan you must. Without preconsidered and definite arrangements, you will never be able to conduct satisfactorily the complicated business of a school, or to pursue with advantage any course of private study.

Much more might be added. A thousand suggestions crowd upon my mind, for which I can find no place; suggestions relating to the discipline of the mind; to the improvement of the faculties; to the attainment of self knowledge; to the repression of pride, selfishness, and envy; to the cultivation of the devout affections; the quickening of conscience; the cherishing of purity, honor, punctuality, and prudence; the regulation of general reading and conversation; the schooling of the heart; and the absolute necessity of constant dependence on that divine and blessed Spirit, without whose aid even the renewed soul cannot lift its desires and affections heavenward. All this, and much more, should come under notice, were I not checked by the thought, that this species of advice, which would of itself make a volume, has already been offered by others, in everyway better qualified than myself to impart such instruction. One word only would I add: Let no day pass without spending some portion of your time alone with God. “An hour of solitude, passed in sincere and earnest prayer, or, in conflict with, and conquest over a single passion, or subtle bosom sin, will teach more of thought, will more effectually waken the faculty, and form the habit of reflection, than a year’s study in the schools without them.”

Conn. C. S. Jour.

**I'll Try and You Can't.**

The genius of Christopher Columbus said, ‘I will discover a new world.’ But popular opinion replied, ‘you can’t.’ But ‘I’ll try,’ was the laconic reply. This resolution did eventually make Columbus famous in all succeeding ages. ‘I will construct a steamboat,’ said the genius of Robert Fulton. But the populace sneeringly responded, and heaped abuse and ridiculous epithets upon this puerile projector. ‘You can’t do it,’ was the general reply. But Fulton meekly and mildly replied, ‘I’ll try,’ and now that he has been successful, and is sleeping in the quiet grave, his persecutors would almost defy him.

## Spelling.

To accomplish so desirable an object as correct orthography, various inventions have been sought out. Some we regard as far superior to others, but the criterion to determine the practical superiority of any one, is its power to arrest and fix the attention of the learner. Any mode which accomplishes this object will succeed; without this, any mode will fail. Hence a substitution, by way of variety, of a less perfect for a more perfect mode, may be attended for a little while with favorable results, because the less perfect mode, by its novelty, may recall the attention, which the more perfect, by its familiarity, fails any longer to command.

Before proceeding to detail a number of different methods, from which teachers can select, or which they can use by turns in order to renew the flagging interest of the pupils, we wish to specify two or three practices, quite common in our schools, but which ought to be avoided.

It is customary in many schools to spell all the words, put out, as it is called, from dissyllables to polysyllables, simply by naming all the letters which compose them in their order, and without spelling them syllabically. This will be best understood by an example. Take the word example. If spelled in the manner we refer to, the speller merely says, e, x, a, m, p, l, e, example. If spelled syllabically, the speller says, e, x, ex, a, m, exam, p, l, e, ple, example. The former method, we regard as very objectionable. It does not teach the clear enunciation of each syllable by itself. Mispronunciations often consist in attaching a letter to one syllable, which belongs to another. Take the word de-*stroy* or de-*spair*, it makes an entire difference in the pronunciation, whether the letter *s* be sounded as belonging to the first syllable or to the second. To spell the words by syllables, instead of spelling by letters, tends to fix the true line between the syllables, in pronunciation. It tends also to give clearness and distinctness to the articulation of his voice, so that each syllable may come out by itself, in speaking, like a well-struck note in music. Without this individuality of the syllables, speakers always fail in emphasis and cadence. Syllables are to be regarded as links in a chain, and not as parts of a continuous rod. Without this distinct enunciations of the syllables, the articulation seems glutinous and gummy;—the words *rope out*, instead of each syllable falling with a tinkle of its own. Now let no one, as he reads, in avoiding the gluey enunciation, run into the opposite extreme, and make long bars or vacant spaces, between his syllables,—pausing as though a hyphen were a period; but our sincere advice, is, to have it done just right.

There is another reason for spelling words syllabically. For want of a knowledge what letters of a word belong to one syllable, and what to another, many persons divide their words in writing successive lines, where there is no di-

vision. No rule should be more familiar than this, that if there be not space enough for the whole written or printed word in one line, but a part of it is to be inserted in the next, the word should be divided between syllables, and not elsewhere. In writing the word *plashy*, for instance, he would put *pla* in the first line, and *shy* in the second. Or the word *singing*, he might divide by placing *sin* in the first line, and *ging* in the second, by which the hearer would get *singe-ing*, instead of *sing-ing*. Indeed, if this division of words into their proper syllables is to be learned by itself, it will be found an enormous labor, but if learned while spelling, it will hardly add any thing to that task.

Another fault in spelling which is wholly chargeable to the teacher, consists in departing from the true pronunciation of the words, in order to indicate the manner in which they are to be spelled. For instance if the word is *often* (the pronunciation of which is of 'fn), the teacher will say of-*ten*, sounding the silent *t*. By this means the word *put out* is spelled with perfect ease, but the mistake is, that the word *put out*, to wit, *often*, does not belong to our language, while the word of 'fn, which does belong to it, is neglected. Take the word pronunciation (pronounced *pro-nun-she-a-tion*), and if it be distinctly enounced as *pro-nun-ci-a-tion*, a child may spell it ninety-nine days in succession, and if the true word is put out to him, or is to be written by him, on the hundredth he will miss it. Every word as it is put out to a scholar should be pronounced precisely as it is uttered by a good reader or speaker with the same, but with no more slowness or distinctness of utterance. There is a pleasant electrical experiment, where a conducting wire is shaped into the form of letters, which make some word, and on discharging the electricity, it runs up and down the letters and makes each one of them luminous. Now it is not the voice of the teacher in putting out the words, that is to shape out all the letters of the word visibly; but it is the mind of the learner that is to crinkle up and down and make each letter bright and vivid.

Another very common fault in teaching pupils to spell, is this. If the word which is put out is not correctly spelled by one pupil, the teacher puts it to the next, and the next, and so on, until it is spelled aright by some one, and then the next word is taken, without making the pupils who have missed, repeat the corrected spelling. Or, what is worse, if the pupil misses a word, the teacher spells it for him and passes on: the pupil deriving about as much advantage in orthography, from having the teacher spell all his words for him, as he would derive of physical strength, from having the teacher eat all his meals for him.

Having now specified what ought not to be done in teaching orthography, we proceed to enumerate some modes which may be pursued for the sake of variety, and others which ought to be pursued as a matter of habit and custom.

For the sake of variety, or of enlivening the interest of the class, which is becoming drowsy and stupid, they may be allowed to spell round a few times by letters and syllables merely, that is, each pupil uttering one of the letters of which a word is composed. For example, suppose the word be *uttering*. The teacher pronounces it to the class, the first pupil says *u*, the second *t*, the third pronounces the syllable *ut*; the fourth then says *t*, the fifth *e*, the sixth *r*, the seventh says *ter*, the eighth *utter*; the ninth says *i*, the tenth *n*, the eleventh *g*, the twelfth *ing*, and the thirteenth pronounces the whole word *uttering*; or the first spells a syllable, *u t*, the second pronounces it *ut*, the third the next syllable, *t e r*, the fourth pronounces it, *ter*, and the fifth joins them into *utter*, and so on. This mode has been recommended by many teachers, and it undoubtedly serves to arrest and fix attention, both on account of its novelty, and because the whole class must hear the word and keep it in mind, otherwise the pupils, to whose lot it falls to spell the last part of it, will not know what they have to do. It is putting out to them a word, a minute before they have to spell it, and in the mean time, they must hold the whole word fast in their minds, and be able to hit the right letter or syllable, when their turn comes respectively.

Another mode, sometimes recommended, is that of simultaneous spelling. This may rouse up listless and inactive minds, as the steps of a weary man are quickened by a strain of music. Possibly one other advantage may sometimes be derived from it. There are scholars in many of our schools, who can hardly be made to speak audibly. Through timidity or coyness, they only breathe and whisper what they have to say: they desire to spell the words confidentially. This spelling by platoons may embolden the timid to utter a volume of voice, not to be obtained from them alone, as a frightened boy may discharge a gun with a battalion of soldiers, who would be afraid of its report, if not drowned in the volley. But on the other hand, it is easy in such a case, for one who does not know how a word is spelled, to sink his voice, when he comes to the doubtful letters, sheltering his silence under the noise made by the rest.

But the best way of spelling by word of mouth which we have ever known, is for the teacher to put out a word to a class, and then wait just long enough for each scholar to spell it mentally and then name a particular scholar to spell it orally. And the utility of this plan increases just in proportion to the number belonging to the class. It fixes the attention of every scholar, for not one of them knows but he shall be called upon to spell the word. It forbids all wandering, and betrays it if committed. If the class consist of twenty, twenty minds are at work, the moment the word is uttered by the teacher. In the ordinary way of putting out words to a class in rotation, if the class consist of twenty, as soon



as one scholar has spelled a word in his turn, he knows that twenty others have to spell before his turn comes again; and away goes his mind, skating, bird's nesting, or playing tops or marbles, until, "in the course of human events," he perceives that another word is coming to him. In the mode first described, each scholar attempts in his mind, the spelling of each word: in the latter, each scholar seldom does more than spell one word in twenty. Compared with the latter process, the former condenses the labor of twenty days into one. Spelling by rotation ought never to be practiced, except, perhaps, in the smallest classes of the very youngest children.

The mode of spelling by writing the words put out, on slates or paper, has been so often described, that there can scarcely be a teacher in the state unacquainted with it. We make but a single remark as to the mode of examining the words after they have been written. When a list of sufficient length has been written, all the slates or papers may be left with the teacher for his inspection; or he may take one slate or paper from the right or left, and then let each scholar pass his list to his right or left hand fellow. After this is done let the words be read or rather spelled, in order as they are written, and let each deviation from the true orthography be marked for correction.

But we now come to the consideration of a point, the neglect of which will deprive any spelling process of nine-tenths of its value. The main reason why children do not learn to spell faster, except when they spell for places and prizes, is, that the consequences are about the same to them whether they spell right or wrong. If, when spelling orally, one scholar misses a word, as it is called, the next spells it, and there the matter ends. So if a mistake is made in spelling on slates, it is corrected, and then passes into oblivion.

Now this a wide departure from all the laws of nature, which invariably attach some inconvenience or suffering to error. If the lesson be not too long—and this demands discretion on the part of the teacher—then the erroneous spelling of a word betrays a blamable neglect in the study of it, and this neglect ought to be followed with some substantial inconvenience. Whenever there is reason to believe that such neglect has existed, let the scholar be sent from his seat to write the missed word correctly on the blackboard—the others continuing their recitations, as before, or oblige him to keep a book or piece of paper on which to enter all his missed words; or make him write the words on a slip of paper and carry them in his pocket a day or two, so that he shall have the correct spelling somewhere about his person, until he will secure it a place in his head. Let the words stand on the blackboard to be spelled aloud the next day, or make the pupil produce his list of missed words, and read and spell them again; or try him from day

to day on the words he carries in his pocket, and let him fling away the slips of paper containing them, as fast as he provides a secure place for them in his mind. No scholar will long fail to get the true spelling of words, if the inconvenience of missing them becomes greater than the inconvenience of learning them, and if the first inconvenience is made a direct consequence of the neglect to learn them.

Perhaps it will be asked, what shall be done with a boy who does not spell half his words correctly? We answer, let him be removed to another class. He is altogether out of his place, amid words, one half or one quarter of which he cannot spell.

Of the practice of arranging classes in military order, and spelling for places and rewarding the pupil at the head, we cannot now speak, further than to say, that we believe its effect, in a great majority of cases, is to injure the social and moral feelings of the pupils; leading to pride and arrogance on one side, and to envy and ill will on the other. Besides, this stimulus, though strong, applies to but few. If the class consists of twenty or twenty-five scholars, shaking them together for a week will pretty nearly determine, who are to remain at the top and who will sink irrecoverably to the bottom. Some half dozen perhaps, will enter the lists on nearly equal terms; victory some days perching on one head, and some days on another. But this is not always so. Sometimes one, who has great power over language, will plant himself at the head of the class, and stand there, like an eight day clock, always striking the true sounds at the right time. In our school-going days, we remember, there was one boy, who would work his way to the head of his spelling class, and remain there during the whole school, unposed, undisposed, and undisposible, holding on, like the letter A at the head of the alphabets. The consequence was, that the great majority of the class were poor spellers.

Mass. C. S. Jour.

#### Everett's Eulogy on Adams.

The following passages from Mr. Everett's eulogy on John Quincy Adams, are very eloquent and impressive:

As a man, he had, no doubt, the infirmities of human nature (fair subject of criticism to the happy few who are immaculate), but not, I think, those most frequently laid to his charge. He was not, for instance, parsimonious or avaricious. Thrown, from his first start in life, upon his own resources, he determined to live within his means, and studied a decent economy; not because he loved money, but because he loved independence. That object attained, he ceased to exercise even ordinary thrift in the management of his affairs; but he did not cease, to the end of his life, to lend an ear to every call (public or private) upon his liberality, far beyond the extent of his income. He did not, as a minister abroad, load

himself with debt, that he might enjoy the satisfaction of being distanced in a race of profusion with the foreign ambassadors, whose princely incomes are swelled by princely salaries; but, from the time of his first residence at Washington, as Secretary of State, to the close of his presidency, and even of his life, the hospitality of his house and of his table was proverbial. He was plain in his personal habits and dress, because he was simple in his tastes and feelings. What attraction can there be to a thoughtful, studious man—with great affairs upon his hands and upon his thoughts,—in the wretched and fatiguing vanities which are the principal sources of expense? There was no occasional abstraction and reserve in his manner, which led those who did not observe him more closely, to think him deficient in warmth and cordiality. But while he wanted a certain cheerful flexibility and sprightliness, which, when accompanied with sincerity and frankness, are a very enviable endowment for a public man—eminently useful in making friends—yet, in real kindness of nature, and depth and tenderness of feeling, no man surpassed him. His venerable classmate bears witness that he contributed his full share to the hilarity of the social circle—and sure I am there must be around me some who can remember with me, the hours for which they have hung delighted on the fascination of his social converse. As far as the higher sympathies of our nature are concerned, the master affections, whose sphere is far above the little conventional courtesies of life, a warmer spirit never dwelt in a human frame.

But I have left untouched the great qualities of the man, the traits which formed the heroism of his character, and would have made him, at all times, and in any career, a person of the highest mark and force. These, were, his lion heart, which knew not the fear of man; and his religious spirit, which feared God in all things, constantly, profoundly and practically. A person of truer courage, physical and moral, I think never lived. In whatever calling of life he had grown up, this trait, I am sure, would have been conspicuous. Had he been a common sailor, he would have been the first to go to the masthead, when the topsails were flying into ribbons. He never was called to expose his life in the field; but, had his duty required it, he was a man to lead a forlorn hope, with a steady step thro' a breach spouting with fire. It was his custom,—at a time when personal violence toward individuals politically obnoxious was not uncommon,—to walk the unwatched and desolate streets of Washington alone, and before sunrise. This may be set down to the steadiness of nerves, which is shared by men of inferior tone of mind. But in his place in the House of Representatives—in the great struggle into which he plunged, from a conscientious sense of duty, in the closing year of his life—and in the boldness and reso-

lution with which he trod on ground never before thrown open to free discussion, he evinced a moral courage, founded on the only true basis of moral principles, of which I know no brighter example. It was with this he warred, and with this he conquered; strong in the soundness of his honest heart, strong in the fear of God—the last great dominant principle of his life and character.

There was the biding of his power. There it was that he exhibited, in its true type, the sterling quality of the good old stock of which he came. Offices, and affairs, and honors, and studies, left room in his soul for Faith. No man laid hold, with a firmer grasp, of the realities of life; but no man dwelt more steadily on the mysterious realities beyond life. He entertained a profound, I had almost said and absolute, reverence for sacred things. The daily and systematic perusal of the BIBLE was an occupation with which no other duty was allowed to interfere. He attended the public offices of social worship with a constancy seldom witnessed in this busy and philosophic age. Still there was nothing austere or narrow-minded in his religion—there was no affection of rigor in his life or manners; no unreflecting adoption of traditionary opinions in matters of belief. He remained, to the end of his days, an inquirer after truth. He regularly attended the public worship of churches widely differing from each other in doctrinal peculiarities. The daily entry of his journal, for the latter part of his life, begins with a passage extracted from Scripture, followed with his own meditation and commentary; and, thus commencing the day, there is little reason to doubt that, of his habitual reflections, as large a portion was thrown forward to the world of spirits as was retained by the passing scene.

The death of such a man is no subject of vulgar sorrow. Domestic affliction itself bows with resignation at an event so mature in its season; so rich in its consolations; so raised into sublimity by the grandeur of the parting scene. Of all the great orators and statesmen in the world, he alone has, I think, lived out the full term of a long life in actual service, and died on the field of duty, in the public eye, within the halls of public council. The great majority of public men, who most resemble him, drop away satisfied, perhaps disgusted, as years begin to wane; many break down at the meridian; in other times and countries, not a few have laid their heads on the block. Demosthenes, at the age of sixty, swallowed poison, while the pursuer was knocking at the door of the temple in which he had taken refuge. Cicero, at the age of sixty-four, stretched out his neck from his litter to the hired assassin. Our illustrious fellow-citizen, in the fullness of his years and of his honors, upon a day that was shaking, in Europe, the pillars of a monarchy to the dust, fell calmly at his post, amid venerating associates, and breathed his last within the Capitol.

#### A Beautiful Contrast.

"This is the last of earth. I am content."—  
*Dying words of John Quincy Adams.*

Only two years after the birth of John Quincy Adams, there appeared in the Mediterranean Sea a human spirit, newly born, endowed with equal genius, without the regulating qualities of justice and benevolence, which Adams possessed in such an eminent degree. A like career opened to both—born like Adams, a subject of a king—the child of more genial skies, like him became in early life, a patriot and citizen of a new and great republic. Like Adams, he lent his services to the State in precious youth, and in its hours of need won its confidence. But unlike Adams, he would not wait the dull delays of slow and laborious advancement. He sought power by the hasty road that leads to carnage, and he became like Adams a supreme magistrate, a consul. There were other consuls—he was not content. He thrust them aside, and was consul alone. Consular power was too short. He fought two battles and was consul for life. But power confessedly derived from the people, must be exercised in obedience to their will, and must be resigned to them again at least in death.

He desolated Europe afresh, subverted the republic, imprisoned the patriarch who presided over Rome's comprehensive See, obliged him to pour on his head the sacred oil that made the persons of kings divine. He was an Emperor. But he saw around him a mother, brothers, and sisters not ennobled, whose humble state reminded him and the world that he was born a plebeian, that he had no heir to wait impatient for the Imperial Crown. He scourged the earth again, and again fortune smiled on him in his wild extravagance. He bestowed kingdoms and principalities on his kindred—put away the devoted wife of his youthful days—another, a daughter of Hapsburg's Imperial house, joyfully accepted his proud alliance. Offspring gladdened his anxious sight, a diadem was placed on his infant's brow, and it received the homage of princes, even in its cradle. Now he was indeed a monarch by divine appointment—the first of an endless succession of monarchs who held sway on the earth. He gathered new and great armies from his own land, from subjugated lands. He called forth the young and brave—one from every household—from the Pyrenees to the Zuyder Zee—from Jura to the ocean. He marshaled them into long and majestic columns, and he went forth to see the universal dominion, which seemed almost within his grasp. But ambition had tempted fortune too far. The nations of the earth resisted, pursued, surrounded him. The pageant was ended. The crown fell from his presumptuous head.

The wife who wedded him in his pride, forsook him in the hour when fear came upon him. His child was ravaged from his sight. His kinsmen

were degraded to their first estate, and he was no longer Emperor, nor consul, nor even a citizen, but an exile and a prisoner, on a lonely island, in the wild Atlantic. Discontent attended him there. The wayward man fretted out a few long years of his yet unbroken manhood, looking off at the earliest dawn and in evening twilight, toward that distant world that had just eluded his grasp. His heart corroded. Death came not unlooked for, though it came even then unwelcome. He was stretched on his bed within the fort that constituted his prison.

A few fast and faithful friends stood around with the guards, who rejoiced that the hour of relief from long and wearisome watching, was at hand. As his strength was wasted away, delirium settled upon the brain from its long and inglorious inactivity. The pageant again returned. He was again a lieutenant, a consul, an emperor of France. He filled again the throne of Charlemagne. His kindred pressed around him, again reinvested with the prominent pageantry of royalty. The daughter of a long line of kings again stood by his side, and the sunny face of his child shone out from beneath the diamond that encircled his flowing locks.

The marshals of the empire awaited his command. The legions of the old guard were again in the field, their scarred faces rejuvenated, and their ranks thinned in many battles, replenished, Russia, Austria, Prussia, Denmark and England, gathered their mighty hosts to give them battle. He waved his sword aloft and cried, "*Tete d'Armees!*" The feverish vision broke—the mockery ended. This was the end of earth. The Corsican was content.—*Gov. Seward.*

#### Double your Money.

By taking an interest in your schools and your children's proficiency, you can double the value of your school money and make one dollar worth two. Let children see that their parents feel a deep interest in their improvement, and they will be likely to feel the same. Talk with them—see if they learn thoroughly—encourage them, and always visit the school: Half a day spent for that purpose will be worth more than a five dollar bill to lengthen out the school. Why not make the most of your money?

But if the scholars, mind become too intensely absorbed in the studies, check it even if he or she must be taken from the school. It is dangerous to health and life. Such cases, however, are comparatively few.

As gold is most frequently found in small grains and seldom in large masses, so with knowledge. He who would gather much and become rich, must be content with obtaining a grain at a time. But let him not become wearied, or discouraged, because of the slowness of his gains; for he may rest assured that by patience and perseverance he will, in time, amass as much as he wants.

*Howard.*



**Upward—Onward.**

This your watchword, glorious one,  
While contending with your lot,  
Rest not till the race be done,  
And the glorious goal be won.  
Upward—onward—falter not.

Onward through the mists of error,  
Fearless moving, clear the way;  
Acting right, ye'll know no terror,  
Though the storm comes near and nearer,  
Upward—onward—watch and pray.

Sit not down in brooding sorrow,  
Joy unseen may yet be near;  
Let your heart no trouble borrow,  
Bright the day that dawns to-morrow,  
Upward—onward—never fear.

Action—action; time is speeding,  
And your years are short and few;  
Work ye must the foremost leading,  
Rain and storm but little heeding,  
Upward—onward—firm and true.

From the past a lesson learning,  
Onward move, by duty led;  
With a truthful eye discerning  
Right from wrong, nor backward turning,  
Upward—onward—straight ahead.

Though life's tempests round you gather,  
Tremble not, but press the sod  
With firmer step, the storms you'll weather,  
Pulling heart and hand together,  
Upward—onward—trust in God.

*Holden's Dollar Magazine.*

**How far the Provision of Food is due to the Labor of Man.]**

The number of human beings on the earth is calculated at nearly one thousand millions; all of these are fed from the produce of the ground; for even animal food is itself produce of the ground. It is true that for this result, man in general must labor, but how small an actual portion of this immense productiveness is due to man! His labor plows the ground and drops the seed into the furrows. From that a higher agency supersedes him. The ground is in possession of influences which he can no more guide, govern, or restrain, than he can govern the ocean. The mighty element of the atmosphere is at work, the rains are distilled, the gales sweep, the dews cling, the lightning darts its fertilizing fire into the soil, the frost purifies the fermenting vegetation—perhaps a thousand other agents are in movement, of which the secrets are still hidden from man; but the vividness of their force penetrates all things, and the extent of their action is only to be measured by the globe; while man stands by, and has only to see the naked and drenched soil clothing itself with the tender vegetation of spring, or the living gold of the harvest—the whole loveliness and bounty of Nature delighting his eye, soliciting his hand, and filling his heart with joy.—*Rev. Dr. Croly.*

**Refusing to Drink Wine with Washington.**

Toward the close of the revolutionary war, says Dr. Cox, an officer in the army had occasion to transact some business with General Washington, and repaired to Philadelphia for that purpose. Before leaving, he received an invitation to dine with the General, which was accepted, and upon entering the room he found himself in company with a large number of ladies and gentlemen. As they were mostly strangers to him, and he was of a naturally modest and unassuming disposition, he took a seat near the foot of the table, and refrained from taking an active part in the conversation. Just before the dinner was concluded, General Washington called him by name and requested him to drink a glass of wine with him.

"You will have the goodness to excuse me, General," was the reply, "as I have made it a rule not to take wine."

All eyes were instantly turned upon the young officer, and a murmur of surprise and horror ran around the room. That a person should be so unsocial and so mean as to never drink wine, was really too bad; but that he should abstain from it on an occasion like that, and even when offered to him by Washington himself, was perfectly intolerable! Washington at once saw the feelings of his guests, and promptly addressed them:—"Gentlemen," said he, "Mr. — is right. I do not wish any of my guests to partake of any thing against their inclination, and I certainly do not wish them to violate any established principle in their social intercourse with me. I honor Mr. for his frankness, for his consistency in thus adhering to an established rule which can never do him harm, and for the adoption of which, I have no doubt, he has good and sufficient reasons."

**The Impetuous French.**

The impetuosity of the French, their capriciousness, and fondness for change, has long been proverbial. Since the year 1789, that nation has existed under sixteen different forms of government.

1st. At the commencement of the reign of Louis XVI, France was an absolute monarchy.

2d. It was changed to a limited, or constitutional monarchy.

3d. On the imprisonment of Louis, the executive and legislative power was in the hands of the National Assembly.

4th. The existence of the Assembly was terminated by the adoption of the Constitution.—Under this was formed a "Legislative Assembly," the executive power being in the hands of a "Committee of Public Safety."

5th. After this, a new Constitution was adopted, which vested the legislative power in the hands of the Chamber of Deputies, a Council of Ancients, the executive being the "Directory" of five.

6th. This form was revolutionized by Nap-

leon, who was chosen "First Consul," for ten years.

7th. Before the expiration of this period, he changed the form so as to be elected First Consul for life, with the power to nominate his successor.

8th. He next changed the government to a Constitutional Monarchy, and he was chosen Emperor.

9th. He next abdicated, was sent to Elba, and Louis XVIII, was placed on the throne.

10th. After a short residence there, he returned to Paris, overthrew the Bourbons, and again took the reins of government.

11th. After a brief reign of one hundred days, he was again defeated, and resigned his power into the hands of the Legislature, bequeathing the crown to his son.

12th. The allied powers again restored the Bourbon dynasty.

13th. In 1830, Charles X was dethroned, and the power of state fell into the hands of the people.

14th. This power they placed into the hands of a Limited Monarchy, with Louis Philippe at its head, as "Citizen King."

16th. The Provisionary Government has already made over its power into the hands of the Convention, consisting of nine hundred members, which is now in session.—*Ch. Philosopher.*

**Gas from Water.**

Sir Humphrey Davy said that "at some future time gas would be generated from water for general purposes, surpassing that of coal in brilliancy and purity." An apparatus has been patented in England by Stephen White, for making gas from water and common rosin or tar. The London Miner's Journal, in describing it, says that the gas is extremely pure, and in burning emits no smoke or smell. The apparatus is cheap, and the gas cheaper than that from coal. The following is a description of the method.

"The apparatus consists of three retorts placed in a stove, two of which are filled with charcoal and thin pieces of iron, and the other with iron chains hanging from a center bar. The two first retorts are for the decomposition of water, which is regularly supplied by means of a syphon pipe; the water in passing through the heated material, becomes converted into pure hydrogen and pure oxide of carbon. It then passes into the third retort, to receive its dose of bicarburet of hydrogen, which is prepared from common tar or melted rosin, or similar substance passing or dropping on the red hot chain, from a syphon tube, which regulates its supply. This causes the tar, or melted rosin, to throw off an abundance of bicarburet of hydrogen gas. The gasses being mixed in this manner, are immediately conveyed into the gasometer for use, without any purifying vessels whatever, none being required."

## THE SCHOOL FRIEND.

CINCINNATI, FEBRUARY 1, 1849.

## "Education—the Bulwark of Liberty."

M. HAZEN WHITE, EDITOR.

## How shall I teach Grammar?—No. 1.

This question is frequently and anxiously asked, but often, very unsatisfactorily answered. The difficulties which teachers have experienced in teaching this science practically, have arisen from two causes. 1st. The subject has generally been presented, *too abstractly*, in the textbooks, for beginners. 2d. Teachers have followed the books, consequently have reaped but little fruit from their labors. Grammar has been a dry and uninteresting study to their pupils, who have wondered what possible use it could be to them. They may have anticipated some benefit from it after they shall have become men and women, but, while pupils, they failed to make much practical application of so much which they have committed to memory. They have been able to distinguish all the parts of speech,—to conjugate the verbs with the greatest facility,—and repeat, verbatim, the whole catalogue of RULES, yet be unable to compose, with ease and correctness, the most common note or familiar letter to a friend. They have been able to analyze sentences, and show their connection and dependence, yet violate, at every breath, the very principles which they mechanically repeat so fluently. Pupils have undoubtedly been benefited by the careful analysis of difficult composition, but to know how to express their thoughts readily and elegantly, is the most important acquisition. If our own experience is any criterion, this part of the subject has been most grossly neglected, not only in the primary schools where children should *begin* to compose, but in higher schools, and even colleges. Language, philosophically investigated, is not only a curious and interesting, but very profound study, opening a rich field for the search of the philologist, or it may be made interesting to children. But how shall the study of language be presented in an attractive and practical form to the minds of the young? We wish to get at the true practical way of studying grammar. We have had enough of *theory* without *practice*—enough of learning mere words, definitions, and abstract rules without application. Think of the absurd practice of requiring girls and boys, eight, ten or twelve years of age, to commit to memory Murray's Grammar—definitions, rules, and exceptions to rules, before they have composed a sentence. Abstract text books are entirely out of place in the hands of young pupils, who should never be required to learn anything which they do not understand. But those text books, "made easy," in which the answer follows the question, requiring no thought from the pupils, but the effort to remember what the author has put into their minds, are quite as objectionable. The ORAL method of teaching grammar is, undoubtedly, the best for beginners. We will illustrate our meaning more fully. Suppose a teacher has a class, ten or twelve years of age, ready to begin the study of grammar. How shall he instruct those young minds, so as to secure their attention—create a lively interest in the study, and impart a *practical* knowledge of the use of their own language? In the first place, he should prepare himself to lecture or converse familiarly with his class. When the proper hour for instruction has arrived, chalk in hand, let him take his position at the blackboard, with his pupils around him, without textbooks. The teacher may commence with a short, but very clear and simple introductory conversation about language, explaining its use and importance; introducing apt illustrations in

order to bring the class into the right state of mind to begin the work, for much may be gained, by saying some happy things, as an introduction, to a class just commencing a new study. The excellence of this method consists in making the pupils do most of the work—in leading them on, step after step, that they may find out through the teacher's questions, the knowledge which he seeks to impart, without informing them directly,—thus removing all the mechanical effect of teaching. The following illustration may convey a better idea of what we mean. The teacher being ready to begin instruction, addresses his pupils familiarly, "Scholars you are now to commence the study of language." "Can any of you tell me what language is?" All put on their thinking caps in the outset. In a moment, one boy answers: "Language is words." Another says, "Language is what we use when we wish to say anything." A third says, "We *write* as well as *speak* language, do we not?" Various questions and answers will be suggested to the class by this question alone. The teacher proceeds, "Words are signs of our thoughts. If I write the word *horse* upon the blackboard, you all know what thought is in my mind. The word, *horse*, is a *sign*, then of my thoughts. Is there any other way of expressing our thoughts, besides writing or speaking them?" One boy replies, "Deaf and dumb people talk with their fingers." "Yes," says the teacher, "you sometimes talk with your fingers; do you not?" "Yes, sir," all laughingly reply. "Well, can you not speak with the *eye* or the *countenance*?" "Yes, sir." "And, how is it respecting actions?" "Oh," says one, "actions speak louder than words." "You see," continues the teacher, "we have different ways of expressing our thoughts. But let us proceed. Do you think all nations understand our signs? Suppose a Greek, a Roman, a Frenchman and an American were standing with me upon the pavement, and a horse should pass us, if each desired to tell me what it was, the American would say 'horse, horse,' the Greek, 'hippos, hippos,' the Roman, 'equus,' and the Frenchman, 'cheval.' So other nations have different signs to express the same thing. If we know what the sign means, we understand the language. You wish to know about the American or English language. We call it the English language, because it has been long written and spoken in England, our forefathers brought it to this country, and it is our language. We have many thousand words in our language. You may think there are many different kinds or classes of words, but you will find very few. We divide words into classes, just as we do trees or animals. Those that are alike, we arrange in one class. For example, there is a kind of animals which resemble each other in form, structure and habits, which form the *canine* race, or class of dogs. Other animals are classified in a similar way. Look at yonder thick forest. How many trees there are; more than you can easily count. What are some of the different kinds of trees which you know that are alike?" Pupils answer, one after another; speaking faster than the teacher can write the classes upon the board: "walnut, pine, oak, chestnut, etc." The pupils find that the classes of trees which make up the whole forest are comparatively, very few. The teacher continues: "Scholars, you can classify words as well as you can trees, arranging those words that are alike in a class by themselves, until they are all classified. Now we will begin, but we will form only one class at a time, that you may not be confused. What things do you see in this room?" Pupils answer, some one thing, and some another: "blackboard, chairs, table, desks, boys, stove, caps, hats, maps, books," etc. "What are all these words which you have just mentioned?" One lad says, "they are what you call the different things in the room." A second, "that they are the *names* of the different objects." "Very well,

now I wish you," continues the teacher, "to tell me all the names of things you can, and I will write them on the board; but recollect, each boy must speak in order." Hands are all up. Each boy is eager to give his word. One after another dictates to the teacher what to write, until the board is covered with names. Some will occasionally mention words which are not names; these, of course, will be corrected. The teacher now informs the pupils that this kind of words forms one class—which are called nouns. Every thing which is a name, is a noun. The class understand this. The teacher need not say any thing about number, gender, case, etc., at present. First, teach the classification of words. This exercise is sufficient for the first instruction. The teacher may tell the class to prepare a list of as many names or nouns as they can for the next recitation, which they will do with pleasure. At the second recitation, the class will come with long lists of words which they will be eager to read. Each will be anxious to know what his neighbor has written. There is sufficient excitement to make the class interested. The exercise requires mind work, and has furnished a lesson in spelling and writing, while the pupils have learned how to distinguish one part of speech. In addition to reading the lists of words, the teacher may take one step more, and introduce the adjective thus: let him write upon the board the word *tree*, then ask the class to mention any words which will describe the tree: or tell what kind of a tree it is. All are eager again, and ready with an answer. The teacher hears, in a moment,—oak tree, cherry tree, peach tree, apple tree, sycamore tree, willow tree, a small tree, large tree, and tall tree. He may continue the exercise a proper time, then give the class four or five words, and request them to write as many words as they can before each, telling them to make good sense. After the class have prepared and read this exercise, they may be informed that this class of words is called *adjectives*. Let nothing be said about degrees of comparison yet. The class have now learned two important lessons about language. If the teacher will pursue a method similar to this, we assure him, from our own experience, that grammar will be an interesting and practical study for young pupils.

## Sartain's Union Magazine.

Messrs. Post & Co. have politely presented us with the January and February numbers of Sartain's Magazine, published at Philadelphia, at \$3 per annum, in advance. The character of this magazine is so much above the common magazine trash of the day, that we take pleasure in commending it to the attention of our readers. Embellished by two or three beautiful engravings, it appears in a style worthy of the taste and skill of the proprietors. The marriage of Abel—The announcement of the Angel to the Shepherds—Tomo and the Wild Lakes—Liberty introducing the arts to the Genius of America—Riches and Genius—An Allegory—are some of the finest articles which we have had time to read. Besides the editors, Mrs. Kirkland and Prof. Hart, we notice in the long list of contributors, many writers of known and distinguished merit. We need a cheap literature of an elevated character, and we hope this magazine will sustain its early promise. Our western friends may obtain Sartain's Magazine from Messrs. Post & Co., Cincinnati, North side of 6th street West of Plum street.

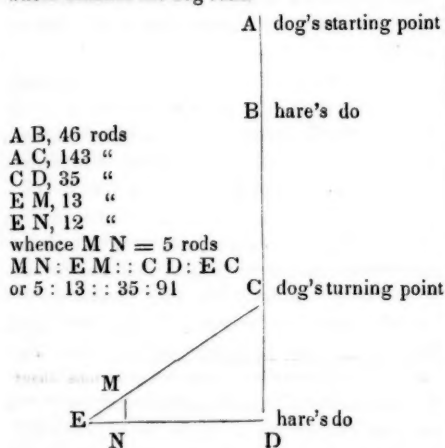
## National Common School Convention.

The friends of common school education in different states of the Union, are taking the incipient steps for a National Convention to be held in Philadelphia, next August. This is a good movement. We hope the West will attend to her duty.



**Solution to the Mathematical Question,  
IN SCHOOL FRIEND, DEC. 1848**

By R. W. McFARLAND.—The dog gains 1 rod in running 13; if he runs 143 rods he gains 11 rods, which taken from 46 rods leaves 35 rods; the distance of the hare in advance. When the hare turns at right angles, and the dog turns in such direction as to meet her, the hare runs one side of a right-angle triangle; the dog runs the hypotenuse; and this hypotenuse is to the longer side as 13 to 12, the shorter side being 35 rods. If we take a similar triangle making the hypotenuse 13 and the longer side 12 rods, the shorter side is found to be 5 rods, but the shorter side of the large triangle 35 rods, is 7 times as long as the shorter side of the small one—therefore the hypotenuse is 7 times as long etc. or  $7 \times 13 = 91$  rods + 143 rods = 234 rods, whole distance the dog runs.



Correct solutions were also received from John Woods B. R. Webb, Inni Kelley, S. S. Reckli, E. Spooner, and J. J. Hooker.

**Grammatical Difficulties.**

MR. EDITOR:

The communications which you placed in my hands a few days since, solicit an opinion on the construction of the underlined words in the following sentences, viz:

1. 'Henry's labors are past.'
2. 'My sword and yours are kin.'
3. 'He killed him. But he hit him three heavy blows full in the face before he staggered him. The fourth felled him dead.'
4. 'I have a farm to sell; my father also has one to be let out on rent, lease, or sale.'
5. 'I write to you to get aid to help me understand how to construe the above, so as to be able to explain the construction clearly to another.'

Your correspondent C. seems to possess considerable ingenuity in selecting, or manufacturing awkward sentences; hence the difficulty in construing them.

The third sentence would be more acceptable in the following form, viz: 'He struck him three

heavy blows full in the face before he staggered him; the fourth, killed him.'

The fourth sentence would be more lawyer-like, as follows: 'I have a farm to sell; and my father has one to lease or sell.'

The fifth would be relieved of much of its uncouthness and verbosity, if written thus: 'I write to solicit your aid in the construction of the above words, that I may be able to explain them clearly, to another.'

Nevertheless, the words can be parsed as they stand, according to the rules of grammar.

'Are past' is a neuter verb in the passive form. Good writers very frequently put into this form a few intransitive verbs, that merely imply motion, or change of condition; as, 'the sun is rising,' 'The day is past,' 'The night is come,' 'The mighty are fallen,' 'They are gone.'

'Kin' is a common noun, third person, plural number, and in the nominative case after *are*. Good writers generally use *kin* in the sense of *kindred* or *relations*; and *akin* as an adjective, in the sense of *related*. *Kin* is sometimes used for *akin*, and is then an adjective. See definitions in Webster's Dictionary.

'Blows' is in the objective case, governed by *hit*, in the sense of *struck*. A verb may govern the objective case of a noun of kindred signification, and at the same time, an objective of the person. See Wells' Grammar, page 154, Rem. 3. Also Weld's Grammar, page 164, Rule XII. 'Full' is an adverb modifying the preposition *in*. In the expressions, '*just above, just below, or just under the hill; nearly around, nearly across, or quite over the field; nearly, or exactly, in the eye;*' the adverbs modify the prepositions.—Wells' Grammar, page 164, Rem. 2. Weld's Grammar, page 190, Rule XXIII.

'Dead' is an adverbial adjective relating to *felled* and *him*. Adjectives are often used to modify both the *action of the verb* and its *subject*. They show both manner and quality, and therefore refer to the subject and predicate of the sentence. The following are examples: 'The wind blows *fresh*;' 'He grows *old*;' 'He feels *sick*;' 'The apple tastes *good*;' 'He painted the door *green*;' He opened the gate *wide*.' Bullion's Grammar, page 103, Rem. 3; Wells' Grammar, page 143, Rem. 13; Weld's Grammar, page 175, Rem. 3.

Before parsing the other words, it may be proper to remark that authors are divided in opinion on the government of the *infinitive*. One class of grammarians, at the head of which stands Gould Brown, govern it by *to* as a *preposition*: the other regard *to* as a constituent part of the verb, and govern it by some antecedent word. Some refer it to some noun or pronoun as its subject, and then leave it; others require their pupils to designate both government and relation. The antecedent *term of relation* according to Brown's method, is the *governing*

word according to the method adopted by the other class of grammarians.

To determine then, the antecedent term of relation, if '*to*' be regarded as a preposition—or the governing word—if '*to*' be considered a constituent part of the verb, we have only to ask and answer a question with the interrogation *what* before the infinitive. 1. 'I wish *to go*.' 2. 'I had permission *to go*.' 3. 'I was anxious *to go*.' 4. 'I desired *him to go*.' 5. 'I have a message *for you to convey*.' 6. 'An object so high *as to be invisible*.' 7. 'He knows better *than to trust you*.' 8. 'The ship *was about to sail*.' 9. 'The rope is strong enough *to suspend a ton*.' 10. 'I know not *how to address you*.' 11. But *to proceed* with my argument.' 12. 'Too much fatigued *with incessant toil to go on*.' The antecedent term of relation, or governing, word in No. 1, is the verb *wish*, in No. 2, the noun *permission*; in No. 3, the adjective *anxious*; in No. 4, the pronoun *him*; in No. 5, the pronoun *you*; in No. 6, the conjunction *as*; in No. 7, the conjunction *than*; in No. 8, the preposition *to*; in No. 9, the adverb *enough*; in No. 10, the adverb *him*; in No. 11, the infinitive is *absolute*; in No. 12 it is governed by the phrase preceding it. Brown's Grammar, page 187, Wells' 158, Weld's 182.

But to return to the words proposed by your correspondent. 'To sell' is governed by *farm*; 'to be let' by *one*; 'to get' by *write*; 'to help' by *aid*; 'understand' by *me*; 'to construe' by *how*; 'to be' by *as*; and 'to explain' by *able*; 'Above' is an adjective used by ellipsis as a noun in third person, plural, &c. governed by *construe*. Adverbs are sometimes used as adjectives, and adjectives as nouns, when preceded by the definite article, the noun being omitted. Brown, p. 130, Weld, 176, Wells, 143.

Respectfully yours, &c.

H. H. BARNEY.

**Teachers' Institute.**

The seventh session of the Cincinnati Teachers' Institute was held at the sixth district school-house, on Friday and Saturday, January 12th and 13th, 1849.

**Programme of Exercises.**—Friday, from 9 to 10 o'clock, A. M., general exercise in reading—H. H. Barney, teacher.

From 10 to 12 o'clock, class exercises as follows, viz:—

1. Physiology. Topics,—the bones and joints—Wm. T. Day, teacher.
2. History. Topics,—The prominent events in the history of the world, from its origin to the overthrow of the Babylonian empire by Cyrus—W. B. Wheeler, teacher.
3. Written Algebra. Topics—Explanation of signs, and elementary principles generally—G. R. Hand, teacher.
4. Natural Philosophy. Topics—Definition of

terms; matter and its properties; force, including statics and dynamics; gravity; motion, its different kinds and laws; attraction, its different kinds; momentum; composition and resolution of motion—H. H. Barney, teacher.

From 1 to 3 o'clock P. M., class exercises as in the morning. From 3 to 4 o'clock, lecture on physiology, by Professor J. P. Harrison.

Saturday, from 9 to 10 A. M., general exercises. Subject, — Drawing, — W. B. Shattuck teacher.

From 10 to 11 A. M., general exercise in written arithmetic. Topic—Interest and percentage generally—J. M. Edwards, teacher.

From 11 until 12 o'clock—Miscellaneous business.

### The Frost Spirit.

BY J. G. WHITTIER.

He comes, he comes—the Frost Spirit comes!

You may trace his footsteps now  
On the naked woods and the blasted fields,  
And the brown hill's withered brow.  
He has smitten the leaves of the gray old trees,  
Where their pleasant green came forth,  
And the winds that follow wherever he goes,  
Have shaken them down to earth.

He comes, he comes—the Frost Spirit comes

From the frozen Labrador,  
From the icy bridge of the northern seas,  
Where the white bear wanders o'er;  
Where the fisherman's sail is stiff with ice,  
And the luckless forns below,  
In the sunless cold of the atmosphere  
Into marble statues grow!

He comes, he comes—the Frost Spirit comes!

And the quiet lake shall feel  
The torpid touch of his grazing breath,  
And ring of the skater's heel;  
And the streams which danced on the broken rocks,  
Or sang to the leaning grass,  
Shall bow again to their winter chain,  
And in mournful silence pass.

He comes, he comes—the Frost Spirit comes!

Let us meet him as we may,  
And turn with the light of the parlor fire  
His evil power away;  
And gather closer the circle round,  
When the firelight dances high,  
And laugh at the shriek of the baffled fiend,  
As his sounding wing goes by!

### Success in Life.

In no department of life, do men rise to eminence who have not undergone a long and diligent preparation; for whatever be the difference in the mental powers of individuals, it is the cultivation of the mind alone that leads to distinction. John Hunter was as remarkable for his industry as for his talents, of which his museum alone forms a most extraordinary proof. If we look around and contemplate the history of those men whose talents and acquirements we most esteem, we find that their superiority of knowledge has

been the result of great labor and diligence. It is an ill-founded notion to say that merit in the long run is neglected. It is sometimes joined to circumstances that may have a little influence in counteracting it, as an unfortunate manner and temper, but it generally meets with its true reward. The world are not fools—every person of merit has the best chance of success; and who would be ambitious of public approbation, if it had not the power of discriminating.

### Physic and Physicians.

### A Vision of Christmas.

I dreamed that I was walking through the streets of a city. It was a beautiful city; not crowded and dirty, but clean and pleasant, with spacious gardens and magnificent trees. I was struck with the appearance of comfort about me; all the buildings were spacious and convenient, none very costly, and none poor or miserable; I met only cheerful faces, each wearing an expression of love, such as I had never seen before.

I passed the marketplace—one man was buying fruit. "I will give you a dollar for the whole," said the buyer. "No," replied the seller, "it is not worth so much; those of my neighbors are better." "These are good enough," said the buyer, as he laid down his money and walked away. A little boy came along. "Here," said the fruitmerchant, "take these, my boy; my last customer paid me too much, and perhaps you have no money to pay me at all." "Is this the common way of trade in this city?" asked I. "Certainly," replied he, looking surprised at my question; "know you not that Christ has been born, and that he said, 'Whatsoever ye would that men should do unto you, do ye even so to them?'"

A destitute-looking family passed me. It seemed to be an unusual sight, and a crowd was soon collected about them. They said their house had been burned, and they were sick and poor. None doubted their words, but each contributed something; one, taking off his coat, and a little boy his shoes, while many gave them money. At length one man took them home until another house could be built for them. "How is this?" inquired I of an intelligent-looking man, who had been among the contributors; "may not these people be impostors?" "Christ has come upon earth," he answered, "and what did he say? 'Give to him that asketh, and from him that would borrow turn thou not away.' But, perhaps," added he, "you have come from a country where Christ is not known." I blushed to think that though dwelling in a Christian land, these words of the Saviour were not always heeded. My new friend accompanied me on my walk. We entered a church; it was dressed in evergreen and holly. I asked what denomination worshiped here. "Christians," he replied; "we are all Christians. Love to God and love

to man were the Saviour's great laws; we try to follow them." "And are all churches alike?" said I. "No, there is some difference of form, but we all dwell in brotherly love, and each respects his neighbor's opinions." "Have you no prisons and houses of correction?" asked I. He looked at me inquiringly. "Ah, I believe I understand what you mean. No, we have none. We supply all our brothers' wants, and thus there is little temptation to crime. Our Christian doctrine is, to forgive our brother seventy times seven, and to be merciful even as our Father in Heaven is merciful." "I suppose war and slavery are abolished," said I with some hesitation. "Forever, I trust," replied he with a shudder. "How they were ever tolerated even in the first dawn of Christianity, I cannot conceive. Thank God, Christ has now been really born upon earth, and we do not repeat as words of no meaning the commandment to 'love one another.'"

We wandered on until we came to an inclosure, filled with exquisite monuments, many in the form of small temples, and each containing a simple urn, upon which lay a wreath of evergreen. I found I had parted from my new friend, and a lovely child stood by my side. "What do you here?" said I. "I have come to lay my Christmas wreath upon my brothers' and sisters' urn. Their ashes are here, but they themselves are beautiful spirits in heaven. I have more angel brothers and sisters now than earthly ones. Perhaps, if God pleases, I may be one next year. But mamma says I must not be impatient." "Is not your mother sad to lose so many of her children?" "She has not lost them," answered he; "Jesus Christ has taken them to his own home. He was a little child once himself, and he loves little children dearly, and is gone to prepare a place for all of us. Mamma says, that those who never heard of him must weep and wear sackcloth when their loved ones sleep so soundly; but we are so happy; we know they are beautiful angels. We all wear flowers, and don't you see my blue and white robe? Mamma sometimes cries to go, too, but she says that is wrong, for we must all stay and do Jesus Christ's work, as long as he requires us." Here the child bounded away, to meet another group of garlanded children, whose garments, I now noticed, were all blue and white. They joined hands and began to sing.

"Glory to God on high,  
And heavenly peace on earth,  
Good will to men, to angels joy,  
At our Redeemer's birth."

I awoke. The morning sun was just beginning to gild the distant hills; and the earth, in its pure robe of snow, looked up lovingly to the blue sky. That song was in my ear, and that dream in my heart, like a bright prophecy, throughout that Christmas day.

D. F. A.



**Tomb of John Quincy Adams.**

We find the following description of the Tomb of Ex-president Adams in a late letter of Grace Greenwood. It is interesting, and will repay a perusal:

But it was to the tomb of the greatest of the name that we made our pilgrimage. We found it in the quiet and modest churchyard—a plain granite structure, with no monument, but a table bearing only in letters raised on the stone, the name of “J. Q. Adams.”

All was unostentatious, severely simple, and purely republican as the life of the brave patriot, the conscientious statesman, the humble-hearted Christian, gone to receive his reward—the peace, the rest, the love, and the glorious immortality of God.

As I stood by the tomb, the events of the long and illustrious life of the illustrious inmate passed in rapid review before me. I thought of the noble father who bent with a smile above his cradle, of the great-hearted mother who nursed him. I thought of the more than Roman honor, virtue, and greatness instilled in his spirit with childhood's earliest teaching. I thought of patient industry and lofty ambition, in gathering together, and hoarding up all varieties of knowledge—of the high and stainless morality of life, beset by many and peculiar temptations, of all that grand and beautiful preparation, for the part Heaven assigned him in the councils of the nation, and the history of the republic. I thought of the sunshine which had played around, and the storms which had beaten upon his path, as he made himself dearer to his country, and drew down upon his head more and more of mad partisan hate.

I thought of all, even to that hour when, full of honor and years, he was struck down in the national halls, like a star struck suddenly from the face of heaven. When with content upon his lips and a divine faith bearing upon his soul, he waited in God's love, the swift, silent coming of the angel of death, and when his last sighs went quivering up through the same air which, years ago, had oftentimes trembled with the voice of his fervid and impassioned eloquence.

Then, as I gazed upon the simple resting place, I said, “This is the end of human greatness!” But my lips were profaned by the unworthy sentence. True greatness and goodness are as immortal as the great, good God, from which they emanate. The greatness and goodness of Adams belong to us and our country—a legacy grand, beautiful, priceless, and imperishable.

The illustrious parents of John Quincy Adams are buried beneath the walls of the church, a short distance from the burial ground. On the right of the pulpit, as you enter, is a tablet of white marble, with a beautiful inscription to their memory, surmounted with a bust of John Adams. To my mind that of Mrs. Adams should be

placed beside it, for she was undoubtedly as remarkable a person as her husband. The old Romans would have raised a statue to the memory of such a woman, without fear of countenancing woman's rights to any dangerous extent. Had the mother of John Quincy Adams been an inferior woman, he could never have been all that he has been to this country.

**Time to me this Truth hath Taught.**

BY CHARLES SWAIN.

Time to me this truth hath taught:  
(‘Tis a truth that's worth revealing.)  
More offend from want of thought  
Than from any want of feeling!  
If advice we would convey,  
There's a time we should convey it;  
If we've but a word to say,  
There's a time in which to say it.

Of unknowingly the tongue  
Touches on a chord so aching,  
That a word or accent wrong,  
Pains the heart almost to breaking;  
Many a tear of wounded pride,  
Many a fault of human blindness,  
Has been soothed or turned aside,  
By a quiet voice of kindness.

Many a beautiful flower decays,  
Though we tend it o'er so much!  
Something secret on it preys,  
Which no human aid can touch.  
So in many a lover's breast  
Lies some canker grief concealed,  
That if touched is more oppressed,  
Left unto itself is healed.

Time to me this truth hath taught,  
(‘Tis a truth that's worth revealing—  
More offend from want of thought  
Than from any want of feeling.

From the Louisville Examiner.  
**Editorial Correspondence.**

Boston, July 26th.

DEAR FRIENDS:—Knowing the interest felt by many readers of the Examiner in the cause of Education, it has seemed to me that a brief account of an hour or two spent at one of the Normal Schools of Massachusetts, would not be inappropriate to our columns, or unacceptable to our friends.

These schools were established a few years since for the purpose of preparing teachers for the sacred work of instruction. The one which I had the happiness of visiting yesterday is in the town of West Newton, the place of residence of that noble friend of education, Hon. Horace Mann. The school is under the care of Mr. Pierce, a man who, to a highly cultivated mind, and a heart alive to the claims of humanity, adds an experience of many years in teaching, which gives him peculiar adaption for his office. Yesterday was set apart for the tri-annual convention of graduates of the school, and beautiful indeed was the appearance presented. Here were two hundred or more young ladies, who during

the past nine years have gone forth from this institution to engage in duties as responsible and important as can devolve upon human beings. Hither had they come from far and near, from the immediate neighborhood, from distant counties of this State, and even from remote parts of the Union. Some had come from the banks of our own beautiful Ohio, to join their sisters in the happy reunion.

The spectacle presented was one of exceeding interest. Every countenance was radiant with joy, every eye beamed with intelligence. The assemblage was happy even to exhilaration, but without frivolity. All hearts seemed conscious of the sacredness of the work confided to them, and desirous of becoming better and better adapted to its accomplishment.

It was a touching sight to behold these young ladies as they gathered around their beloved and revered teacher, *Father*, they called him; and a father indeed he seemed, so venerable his aspect, so benign his countenance, as he looked with moistened eye upon every pupil, and gave to each the warm grasp of affection, and uttered his few but earnest words of welcome.

Nine years has this school been in existence. During this period it has sent out four hundred and eighty-two teachers, most of whom continue in the work for which they were here prepared; though some, as would be expected of so large a band of intelligent and interesting ladies, have entered into other relations, and some have been called from the schools of earth to the higher institutions of heaven. Doubtless they were well prepared for their removal, for the influences of the Normal School are as favorable to the spiritual as to the intellectual culture of the pupils.

Well may the citizens of Massachusetts look with pride upon these institutions. For every parent and every other person to whom the welfare of the young is dear, they possess a deep interest. Here teachers, true teachers, are prepared, and not merely teachers, but *educators*, in the high sense of the term. The course of instruction through which the pupils of the Normal Schools are carried, is thorough, and well adapted to make accurate and accomplished teachers; but this is not the only or chief end aimed at. It is the purpose of the Board of Education, and of the noble men who have immediate charge of the schools, to send out teachers who not only shall have preeminent intellectual qualifications for their office, but who shall realize how great a thing it is to be intrusted with the care of young immortal beings, and who shall be prepared to educate the hearts and souls as well as the minds of their pupils.

The influence of these high principles and true views is already very obvious. It is seen in members of the Normal Schools, who are led to regard the office of the teacher, not as one to be carelessly entered upon, but as an important and sacred office, requiring a whole-souled and religious consecration to its duties.

The influence is seen in the fact that applications for graduates of the Normal Schools come from remote sections of our land; and in the increased honor attached to the teacher's employment.

That these noble institutions may continue to flourish, must be the earnest prayer of every true friend of education.

Yours, with respect,

J. H. H.

From the Boston Cultivator.

#### Common Schools.

My Friends,—and as such I address you,—let me specially commend to you the language of Carlyle, as he spake to the great heart of humanity: "It is not because of their low toils that I plead for the poor; we must all toil, and the struggle with the dense brain is of all labor the most consuming. For the laboring poor, hungry and athirst, there are food and drink,—for the weary and heavy laden the heavens send sleep the deepest and sweetest. No; as a laborer I mourn not for him, but I do mourn that the lamp of his soul should go out,—that no bright visions should visit him, and that his mind, through the whole of life, should be filled with two great specters, fear and indignation. O! that one man should die ignorant, who had a capacity for knowledge, ought to make us all weep." The common idea was, and, to much extent, still prevails, that no man needs any other education than will fit him for labor. But his claim for an education springs from his nature, and not his calling. He is to be educated because God made him for this high purpose, and not that he is a sort of labor-saving machine, fit only to move stones about the earth. He is not a mere animal of muscles and work. He has close and tender connections with his neighbors, and the race, and his God.

He is a father, husband, son, friend, patriot, Christian. He has a home, a country, and a church. And is such a being, so nobly and fearfully related, to be educated only for a trade? Yes, says the spirit of the age, an education will only make him discontented with his lot. And now, friend, you who have closely and sincerely followed the writer of these ideas, let me inquire of you, what is this spirit, this character of the age? Is it educational? Is it devotional? No; it is mechanical. Do we not live to make great things, rather than great, because they are good, men? Do we not place too much value on the work, and too little on the workman? Is it not an age of railroads, steamboats, and legislation? Do you wish to see the spirit of the age embodied, and at a glance,—as you sit in the railroad car, carried through the air, like an arrow to the target, at the rate of forty miles the hour, look into the field and see the free horse, throwing his heels into the air, leaving a fire horse yoked in his stead! Look at the squire, on the wings of

steam; see how he flies over the ocean, and rides the billows as a tamed horse! We live rather to perfect the outward machinery of life, than for educating and ennobling any inward living principle. We worship the bellows blower of life's anthem, and not the organist.

SIMEON BUTTERFIELD.

CHELSEA, Oct. 6, 1845.

#### A Common Mistake Exposed.

It will be found that the ripest knowledge is best qualified to instruct the most complete ignorance. It is a common mistake to suppose that those who know little, suffice to inform those who know less; that the master, who is but a stage before the pupil, can, as well as another, show him the way; nay, that there may even be an advantage in the near approach between the minds of teacher and of taught; since the recollection of recent difficulties, and the vividness of fresh acquisition, give to the one a more living interest in the progress of the other. Of all educational errors, this is one of the gravest. The approximation required between the mind of the teacher and of the taught, is not that of common ignorance, but of mutual sympathy; not a partnership in narrowness of understanding, but that through insight of the one into the other, that orderly analysis of the tangled skein of thought, that patient and masterly skill in developing conception after conception, with a constant view to a remote result, which can only belong to comprehensive knowledge and prompt affections. With whatever accuracy the recently initiated may give out his new stores, he will rigidly follow the precise method by which he made them his own, and will want that variety and fertility of resource, that command of the several paths of access to truth, which are given by a thorough survey of the whole field on which he stands. The instructor needs to have a full preception, not merely of the internal contents, but also of the external relations, of that which he unfolds. The sense of proportion between the different parts and stages of a subject, the appreciation of the size and value of every step, the foresight of the direction and magnitude of the section that remains, are qualities so essential to the teacher, that, without them, all instruction is but an insult to the learner's understanding. And in virtue of these it is, that the most cultivated minds are usually the most patient, most clear, most rationally progressive; most studious of accuracy in details, because not impatiently shut up within them as absolutely limiting the view, but quietly contemplating them from without in relation to the whole. Neglect and depreciation of intellectual minutiae are characteristic of the ill-informed. And above and beyond all the stages which a higher culture gives in the mere system of communicating knowledge, must be placed that indefinable and mysterious power which a superior mind always put forth upon an inferior;—that

living and life-giving action by which the mental forces are strengthened and developed, and a spirit of intelligence is produced far transcending in excellence the acquisition of any special ideas. In the task of instruction, so lightly assumed, so unworthily esteemed, no amount of wisdom would be superfluous and lost; and even the child's elementary teaching would be best conducted, were it possible, by Omniscience itself.

The more comprehensive the range of intellectual view, and the more minute the perceptions of its parts, the greater will be the simplicity of conception, the aptitude for exposition, and the directness of access to the open and expectant mind. This adaption to the humblest wants is the peculiar triumph of the highest spirit of knowledge.—James Martineau.

#### ABSTRACT OF THE

### METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati,  
Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.  
150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

December, 1848.

Day of M.	Fahr'therm'.			Barom.	Wind.			Weather.	Clearness of Sky.	Rain.	
	Min.	Max.	Mean.		Wind.						
					A. M.	P. M.	Force.				
1	32	46	38.5	29.071	e	e	5	cloudy	0	.71	
2	34	40	36.3	.021	s	s	1	var'ble	1		
3	35	42	40.5	.260	do	do	1	cloudy	0	.35	
4	42	55	47.5	.385	do	do	1	do	0	.27	
5	45	65	54.0	.391	w	w	1	var'ble	1	.92	
6	55	61	58.3	.326	s	s	1	cloudy	0	.92	
7	57	73	64.8	.088	do	do	3	var'ble	3		
8	39	58	46.2	.319	w	west	2	do	5	.11	
9	37	46	43.5	.357	do	s	3	cloudy	0	1.33	
10	35	48	38.8	.179	do	west	1	var'ble	1		
11	29	34	31.0	.348	do	do	1	do	1		
12	28	35	30.2	.401	do	do	1	fair	6		
13	26	45	35.3	.279	do	do	1	clear	10		
14	32	57	45.3	.166	s	s	1	var'ble	4	.24	
15	36	39	38.2	.297	n	w	1	cloudy	0		
16	39	56	43.3	.018	n	e	s	1	fair	6	
17	33	52	43.7	.161	west	west	3	do	9		
18	41	70	59.2	.161	s	w	2	do	6		
19	49	70	56.7	.191	do	s	2	var'ble	4	1.34	
20	44	47	45.5	.329	n	n	2	cloudy	0	.77	
21	43	43	42.3	.186	n	w	2	do	0	1.01	
22	28	38	29.7	.361	west	west	1	do	0		
23	28	35	33.7	.632	do	s	1	do	0	.63	
24	38	42	39.8	.106	s	w	do	do	0	.33	
25	29	37	31.8	.304	west	west	1	var'ble	2		
26	24	34	31.8	.743	do	s	1	fair	6	.21	
27	34	39	33.5	.257	do	west	1	cloudy	0		
28	26	38	33.8	.367	do	do	1	var'ble	3	.18	
29	33	37	34.3	.165	n	n	1	cloudy	0	.11	
30	30	40	32.8	.271	west	west	1	fair	6		
31	26	40	33.7	.481	do	do	1	clear	10		

EXPLANATION.—The 1st column contains the day of the month, the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

#### SUMMARY—

Least height of Thermometer, 24 deg.  
Greatest height of do 73  
Monthly range of do 49



Least daily variation of do	0
Greatest daily variation of do	29
Mean temperature of month, do	41.1
do do at sunrise, do	37.8
do do at 2 P. M.	40.8
Coldest day, November 9th.	
Mean temperature of coldest day,	29.7
Warmest day, November 3d.	
Mean temp. of warmest day,	64.8
Minimum height of Barometer,	28.474 inches
Maximum do do	29.749 do
Range of do	1.275 do
Mean height of do	29.379 do
No. of days of rain and snow, 18.	
Perpendicular depth of rain, 2.6 inches.	
Perpendicular depth of unmelted snow, 1.5 inches.	
WEATHER.—Clear and fair, 8 days; variable, 10 days—cloudy, 13 days.	
WIND.—N. $3\frac{1}{2}$ days; N. E. $\frac{1}{2}$ day; S. 3 days; S. W. 8 days; W. $14\frac{1}{2}$ days; N. W. $1\frac{1}{2}$ days.	

MEMORANDA—1st day, wet and gloomy—night very stormy—2d, cloudy and drizzly—rained from 3d to 9th every day, except 7th—10th, 11th, 12th, variable and windy—13th, fine and clear—14th, warm and variable, rain at night—15th, 16th, cloudy, raw and variable—17th, pleasant and fair—18th, A. M. fair—P. M. nearly clear—19th to 24th, very wet and gloomy—25th, A. M. cloudy, P. M. variable—26th, snow in night—27th, spitting snow during day—28th, 29th, snow—30th, 31st, pleasant, fair and clear.

OBSERVATIONS.—The mean temperature of this month is greater than that of the same month during the last fourteen years, being about seven and a half degrees higher than the average. The mean temperature is also about one and a half degrees greater than that of the month of November preceding it. This is the only instance of an inversion of the relative temperature of these months that has occurred during the period in which I have made observations. The amount of rain and melted snow is also very great, but does not much exceed the amount in the same month in the last two years.

Considering the high temperature, heavy rains, cloudy and gloomy weather, and great amount of sickness, and indisposition prevailing generally, the month of December, 1848, may well be characterized as one of extraordinary character.

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*Bethany College, Nov., 1848.*

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Ordered, That the committee on books be instructed to consider and report what text book ought to be recommended to be used for instruction on Physiology.

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S. F. MCCLARY,  
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